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ABSTRACT

In integrating word processors into the structure of a freshman writing class, the instructor has two alternatives: to teach the course specifically as a word processing course, or to offer a word processing option to students on a volunteer basis, either in substitution for some other activity or as extra credit. The first method is good if one can limit class size to the amount of word processing equipment available. While the second alternative assures genuinely interested students the opportunity to learn word processing, it does not permit classroom discussion of lab activities. Whichever method is chosen, freshman writers should not be asked to do their papers on the word processor following a quick mini-course or demonstration. Instead, weekly exercises should be designed to demonstrate how word processing functions can help solve typical writing problems. It is also important not to overwhelm students by teaching too many commands at once. Since freshman writers are generally less experienced problem solvers than upper classmen, have not had as much exposure to computers, and barely have developed efficient writing habits, they usually need greater initial supervision in using the machines, a more controlled exposure to the various word processing options available to them, and clearer connections made between the word processor's capabilities for changing text and the demands of the writing process itself. (HOD)

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Integrating Word Processors into a Freshman Composition Curriculum

Paula Reed Nancarrow

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Integrating Word Processors into a Freshman Composition Curriculum

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Word processors are not the latest gimmick in Computer Aided Instruction for writers. Though word processing programs are often made servants to other forms of computer aided instruction, they are not primarily instructional aids at all. They are quite directly aids for writers, and it is rapidly becoming essential that good writing programs make such equipment available to their students. If we are to prepare students for writing outside the composition classroom, the writing situations we create must approximate writing situations a student is likely to encounter. Working on a word processor has become one of those situations.

Whether students can compose effectively on a word processor, whether they revise more, and whether they produce better papers is something composition programs must find out by observing student writers as they use them. In addition, we know little about the new writing difficulties inexperienced students may be encountering using word processors, difficulties we need to address in the classroom. When a student is given no guidance as to how the mechancial editing functions of a word processor, designed originally as a typing tool, can be used in a comprehensive revision of his subject, he may produce text which is not so much rewritten as it is manipulated. A student composing on an CRT screen, who sees only twenty odd lines of text at a time, may have difficulty producing coherent text, and may need to be told to edit on "hard copy" at periodic intervals to avoid wordiness and repetition. Even the ability to change text almost instantly may cause problems for writers who insist on crafting perfect draft sentence by sentence; word processors for these individuals may make Flaubert's comma an epidemic syndrome. As Parker Johnson's presentation will show, such problems with writing on a word processor do occur, even with experienced writers.

Furthermore, the differences between writing on a word processor and pen-and-paper composition may require changes in our explanation of the writing process to word processing writers. Since drafting, revising and editing on a word processor

can be more simultaneous activities, what we describe in the classroom as separate but overlapping stages of the writing process can be almost indistinguishable from each other to a student using the word processor as a writing tool. That student may find a more recursive model of the writing process better for understanding her own writing behavior; yet the stage model may still be a useful corrective when a word processing perfectionist needs help making divisions in a writing task to complete it successfully. In any case, if our writing instruction is going to help students form good writing habits, we must know how the technology through which a student produces writing affects the act of writing itself.

Such technology creates a new set of pedagogical problems for the freshman writing instructor, who now needs to integrate effectively the teaching of writing heuristics with such things as text and file handling and the actual operation of a machine. The most important factor in a successful word processing writing course for freshmen is not what system you use or how many machines you have but how thoroughly you blend the teaching of word processing functions and the use of these functions in specific writing situations.

What I wish to do in this paper is provide a working model for a freshman writing course using word processors. For the past two quarters I have taught two Freshman English courses using four Xerox 820 microcomputers equipped with WordStar, a popular word processing system; but the methodology I am describing could be applied to whatever word processing system you have at your disposal. The areas which I will address include the logistics of the lab itself, ways of structuring a word processor writing class, and exercises for students learning to write on word processors.

Initially, the word processing lab is often the area over which you have the least control. You may be forced to use a timesharing system which the whole student body has access to, or you may have a certain number of word processing microcomputers alloted to your use. A consultant may be provided by the Computer Science department, who may or may not know anything about the word processing program your students are using, or the consultant may be hired by the writing

program, or you may be the only person available to introduce your students to the system. You may have access to identical word processing machines, or to a hodgepodge. There may be six dot matrix printers, or one letter quality printer, or no printer at all: students may send their output over phone wires to the main computer and pick up their work two blocks away.

In ideal circumstances, a word processing lab for writers should not be part of a larger computer lab. Writers generally have different needs from other computer users--a quieter atmosphere, room for spreading out notes and papers, tables low enough to type comfortably for continuous periods, etc. Dictionaries and other useful reference works should be made available, and a separate area where students can smoke or get coffee or talk over their output is also desirable. A computer consultant who is also a writing consultant makes the room even more thoroughly a writing lab.

It is easiest for both students and instructor if the machines are identical and students can do their work on whatever machine is free. If you are using stand-alone microcomputers, a ratio of one printer to every four microcomputers is usually adequate. Some students may have access to compatible machines and/or printers at home or in their dorm, or in another lab; this is important to know in assessing the best ratio of machines to students. Where more than one printer is practical, a dot matrix printer which can be used for drafts and exercises, along with a letter quality printer reserved for final products, not only saves expense but can help reinforce a student's sense of his draft's temporary status.

Students should be assigned regular work hours and sign up for extra time on a first-come, first-served basis. A minimum of three to four hours a week work time per student is necessary for any significant work to be done on the machines, and the individual sessions need to be at least an hour long; two sessions back-to-back are usually advisable for upperclass students working on papers. If your course structure includes regular small group student conferences to discuss drafts, assigning word processing students with the same lab times to the same conference groups builds trust among group members and encourages sharing about writing problems

outside the formal context of the classroom or a conference meeting.

Our particular lab situation was not ideal, but it was far from the worst situation possible. Four microcomputers were located in a small room on the fourth floor of the English and Engineering building. During the first quarter, thirty-six students shared the lab, and received four hours of guaranteed time a week; during the second quarter, my ten freshmen volunteers had two ninety minute periods per week on a regular basis, and shared their extra time with an indeterminate number of upperclass volunteers. In the lab itself, there was little room for spreading out materials, and the room doubled as a ditto room for about one hundred composition instructors. The first quarter we had no consultant; the second quarter a part time consultant was employed. We were not able to give students access to the word processing room outside university business hours, and many students who wanted to put in time on their papers at night or on the weekends were unable to do so. In a room which so many were using; security was also a problem, as was keeping out engineering majors desperate for computer time. A hired lab monitor planned for the near future, as well as a larger-scale lab and a room set aside specifically for word processing, will solve some of these problems.

In integrating word processors into the structure of a freshman writing class, the instructor has two alternatives: to teach the course specifically as a word processing writing course, or to offer a word processing option to students on a volunteer basis, either in substitution for some other activity or as extra credit. The first method is good if you can limit your class size to the amount of word processing equipment available. The class can then have discussions about writing problems and effective ways of handling those problems on the word processor. A warning is in order here, however. It is easy to be lured into spending class time discussing purely mechanical functions such as reforming paragraphs or changing margins. A corrective measure is to make sure you have good documentation and clear exercises which teach functions gradually and in a logical sequence. If the vendor's material is inadequate (and it often is in the context of a writing class), you can write your own. We have done this with WordStar, and we have also used a

commercially available WordStar reference manual written by a free-lance writer, Arthur Naiman's Introduction to Wordstar, which is less intimidating than MicroPro's manual and easier to find things in.

In the course I taught during spring quarter 1982, the twelve students in my pilot study had not asked to be initiated into the mysteries of word processors; most were enthusiastic, but some found the machine itself anxiety-producing and an unwelcome addition to the negative feelings they already had about writing. In most cases, however, anxiety about computers faded once students became familiar with the machines, and in several cases writing anxiety diminished as well. Interestingly, though these students had variable typing skills, none reported the lack of good typing ability to be a major difficulty in performing the lab work. However, the work or commuting schedules of several made putting in the necessary lab time difficult, an important consideration at a college or university where a large percentage of students are commuters. In my Spring course, I had to arrange alternative assignments for two of my students in this situation, who subsequently felt out of the mainstream of class activities, and whose overall participation seemed to have been affected.

For my fall quarter class this year, which was not a pilot section, I requested volunteers to learn word processing and do weekly lab exercises in substitution for sentence combining labwork which the other students did. Seventeen students volunteered, out of a class of twenty six, for ten available spots. While this alternative assures students who are genuinely interested in learning word processing, a valuable way of relating lab to classroom activity is thereby lost, since word processing work cannot be discussed during class time. Another potential problem of this method is that many of the inexperienced writers who are attracted to word processors in a Freshman Writing course are attracted solely by the novelty or by their interest in computers; often the volunteers are not a representative sample of writers. However, if you're looking for a way to motivate apathetic or anxious writers, this tendency poses less of a problem, as long as the "gimmick" value of the machine can be sustained.

Freshman writers should not, I believe, be asked to learn word processing in a quick mini-course or demonstration at the beginning of the quarter and immediately proceed to doing their papers on the word processor; there is simply too much to absorb and synthesize in a freshman writing course to load this type of problem solving activity on students as well. I did not require students in either freshman composition course to compose drafts on the machine or to turn in word-processed revisions. Instead, I designed weekly exercises which demonstrated how word processing functions can be applied to solve typical writing problems, in the hope that students sufficiently prepared on the introductory level would feel more comfortable in their subsequent writing courses with the idea of composing or revising their papers directly on a word processor.

The exercises I designed, a sample of which are on the handouts in front of you, are intended to be used with Jeff Rackham's From Sight to Insight, and with WordStar's word processing system. They were assigned at the rate of approximately three a week. Students did not report difficulty completing them within the minimum time they had at their disposal, though the exercises predictably took longer at the beginning of the quarter, when students were less familiar with the machines. During the first two weeks I walked students through the basics of operating the word processor, and we did together a dittoed exercise which gave practice in moving the cursor and adding and deleting characters, but which taught nothing about writing. The rest of the exercises were all on an exercise disk, which students copied for themselves, and all taught word processing functions as well as ways to use those functions in writing. I stayed in the room while they worked on the first few exercises, to assist if necessary; by the end of the second week, I was not needed there.

The first exercise is one of several prewriting exercises my students did. Rush writing and free association exercises on a word processor have variable success; predictably, the typing speed of the student is more significant when the purpose of the exercise is to get as much out as quickly as possible. The other major difficulty with prewriting exercises, at least on our Xerox 820 microcomputers, was

the lack of graphics capability. My students could not diagram or create flow charts on the computer, though the ability to tabulate and change margins easily provided one means of illustrating hierarchy on the word processor. As the prewriting exercises came to relate more and more to the student's own writing assignments, it became important to suggest appropriate points to return to pen-and-paper, where patterns and relationships between ideas could be more easily visualized. Exercises on a word processor can and should incorporate such directions; there's no sense in teaching students how to do more difficult prewriting exercises when it's hard to persuade many of them to do prewriting at all.

It is important not to overwhelm students by teaching too many commands at once. In the exercise for Chapter 4, block movement functions which had already been taught in a previous exercise were reviewed and used to copy an informal paragraph and rework it in formal, then colloquial language. The "find" option was added to the student's knowledge at this point. The exercise for Chapter 7, in which students begin to revise fairly lengthy copy, also taught how to get rid of the on-screen directions, which students can do without by this time, so that they have the entire screen to work with. This exercise takes advantage of the screen size, generally considered a limitation, by making students edit the passage in question so that it just fits onto the screen.

The Chapter 11 exercise is as close as we got this quarter to doing sentence combining exercises on the word processor. In my earlier class, I actually put several of Daiker, Kerek and Morenberg's Writer's Options exercises on disk, and added block movement, insertion and deletion directions to aid in the transformation and combination of sentences. As you can see from the directions alone here, this was unwieldy--it was easier for most students to retype the sentences in different combinations than it was to rearrange text that had already been typed in. This unwieldy quality might actually help teach sentence combining or passive to active transformations by calling attention to the transformations themselves, but since most word processing writers I know revise their sentences using insertion and deletion only, and save block movement for large chunks of texts like paragraphs, I

kept such exercises to a minimum.

The last exercise you have on your handout, the exercise for Chapter 22, requires a student to solve more complex writing problems than had the previous exercises using the whole range of word processing functions at his disposal. As the course drew to a close, there were more exercises which required students to type in and rework portions of their papers, though they still were free to turn in handwritten drafts and hometyped revisions. One of those exercises which worked particularly well asked students to type in the page of their research paper which contained the most quoted material and change at least half of those quotations to paraphrases or summaries. In addition, students also had at their disposal "advice files" like the TRANSITION file provided to go with the Chapter 22 exercise; the files were called in for reference in a particular exercise, and then students who spent extra time on their papers in the lab could use them for on-screen writing help.

Student response to these exercises was generally positive, though they were quick to point out the occasional design flaw or to complain when an exercise (like Chapter 11) seemed unusually tedious. Exercises like these conceivably could be designed for upperclassmen; it would not be difficult, for example, to make these exercises appropriate for a business writing class by changing the content of the material being reworked and by focussing more specifically on writing problems business writers encounter. But while such word processing exercises in an upperclass writing course might be helpful, they are not nearly as necessary. A freshman composition course deals with the fundamentals of how writing is done, and if the word processor is to be used as a writing tool, learning how to use it in fundamental writing situations is important. Since freshman writers are generally less experienced problem solvers than upperclassmen, have not had as much exposure to computers, and rarely have developed efficient writing habits, they usually need greater initial supervision in using the machines, a more controlled exposure to the various word processing options available to them, and clearer connections made between the word processor's capabilities for changing text and the demands of the

writing process itself. When these considerations are addressed in a freshman composition curriculum, through the use of a computer lab which is truly a writing lab, a course structure which facilitates the teaching of technology and writing together, and exercises which help students apply word processing functions to writing problems, inexperienced writers can, I think, be prepared to use word processors effectively in future writing situations.

"Integrating Word Processors into a Freshman Composition Curriculum." Word Processing Exercises to Correspond with Jeff Rackham's From Sight to Insight. New York: Holt, Rinehart and Winston, 1980.

EXERCISE FOR RACKHAM, CHAPTER 1.

This is a "free association" exercise. Below is a list of 10 things. Take five of them and type in, in any order you think of them, any and all descriptive details that come to mind. START YOUR TYPING IMMEDIATELY AFTER THE WORD--DON'T RETYPE IT. The machine will automatically give you room to write as much as you want. Don't worry about full sentences or correcting your grammar; just separate your details with commas, or make a list going down, using your carriage return each time--WHATEVER IS EASIEST FOR YOU.

If you're doing this in paragraph form, with commas inbetween, watch what happens when you get to the end of the right margin. You don't have to push the carriage return {CR} because this machine has WORD WRAP, and will automatically move you to the next line when you get to the end of the right margin.

Also, the machine JUSTIFIES your margins by adding spaces in your line of type, so that both margins are lined up. If you wish the machine not to do that, you can push the CONTROL key (below the SHIFT key) and the letters OJ. That stands for "off justification," and your typing will be just like mine is here, with a ragged right margin.

If you have trouble remembering how to move your cursor and delete material, refer to the <<<MAIN MENU>>> on your screen above (remember ^ stands for CONTROL key), to Chapter 4 of the INTRODUCTION TO WORDSTAR and/or the chart in that book on page 155.

After you've listed as many details about each object as you can, take the object with the longest list, and use it to construct a descriptive paragraph. Feel free to use the details you came up with in whatever order seems most effective, and do as many different versions of the paragraph as you want, but do AT LEAST TWO.

[1] cookie
[2] shoes
[3] beer
[4] telephone
[5] word processor
[6] PACMAN
[7] home
[8] favorite toy
[9] poetry
[10] a dollar bill

EXERCISE FOR CHAPTER 4

This is an exercise in "voice" flexibility. Take the base paragraph below (not this one), and mark it as a block, just as you did in your Chapter 2 exercise, using ^KB and ^KK. Then go to the end of the file and press ^KC (instead of ^KV, as in Chapter 2) to COPY that block. The difference between ^KV and ^KC is that ^KV erases the block from its original position when you move it, and ^KC duplicates it without erasing. If you have trouble, refer back to INTRODUCTION TO WORDSTAR, chapter 6, or to the chart on page 161.

Do the whole process again, so that you now have three copies of the same paragraph.

Leave the first one as it is; we'll call it our "informal" paragraph. Now move to the second paragraph, and take at least 10 of the words or phrases in the paragraph and replace them with more formal words or phrases. You know one basic ways to do this: move the cursor to the word with your basic cursor movement keys, above, then use ^T to wipe out the word, and replace it with the new word. This time, however, try using the QUICK FIND FUNCTION, below:

Type ^QF. At the top of the screen, the query FIND? will appear. Type in the word you're looking for, making sure to spell it correctly. Then push the carriage return. The phrase OPTIONS (? FOR INFO) will appear. Push ? to read about your options, and follow instructions. After pressing the carriage return again, your cursor will move to the place in the text where your word is. Now press ^T and replace it. Do this for ten words. If you have trouble, refer to Chapter 7 in INTRODUCTION TO WORDSTAR, and/or to the chart on page 159.

In the third copy of your paragraph, replace at least 10 of the words or phrases with more colloquial words or phrases. This time, instead of using ^QF, "QUICK FIND" use ^QA, "FIND AND REPLACE." This works almost the same as ^QF, but is a little faster:

Type ^QA. FIND? will appear. Type word to be found. A new query, REPLACE WITH? will appear. Type in your replacement. (Note: you may have some trouble with putting in very long words and phrases ; the line won't hold it. In that case, switch to ^QF and replace in the manner above.) Push the carriage return. OPTIONS (? FOR INFO) will appear. Type ? to read info or push carriage return. Cursor will move to the word to be replaced, and at the top of your screen will be another question: REPLACE Y/N:. If this is the word you want replaced, type Y for yes. If not, type N and begin again. The same chapter and chart for help with the QUICK FIND option will help with FIND AND REPLACE (Chapter 7, and chart on p. 161).

Paragraph to copy is below.

****

I went to the party with mixed feelings. I thought perhaps I might have a good time, and then again I didn't know very many of the people there. I was bored with studying, but I was also beginning to get bored with beer parties. Standing around in a hall and waiting for Eddie Murphy to get drunk enough to pull the telephone off the wall was not all that fun anymore. Supposedly you met girls at these parties, but the ones that stayed long enough for me to get over my shyness were usually drunk enough to get sick in the front seat of my car before we even got to Burger King. My interest in them tended to fade after that.

EXERCISE FOR CHAPTER 7

Using ^JH set the help level for this exercise to 2. The <<<MAIN MENU>>> will disappear, but you can get it back again by pressing ^JH again, and setting the level back to three. You can also get help from the Quick, Block, Print, Onscreen, and other Help menus by pressing ^Q, ^B, ^P, ^O, ^J, etc--they'll appear to prompt you if you forget something you need. (The Help menu, you'll remember, was discussed in INTRODUCTION TO WORDSTAR, chapter 5.)

Now read this excerpt from a student's composition, and edit out any unnecessary words or phrases. If you think something is reptititious or not important to the story being told, you can zap that too. Tighten the composition until you can fit the entire thing on the screen, but don't leave out anything which contributes to the writer's meaning.

Roll these instructions up using ^Z, so they're not taking up any room on the screen. To reform paragraphs after you tighten, go to the top of the paragraph and type ^B. Hyphenate where desired. Don't worry about hyphens which appear in the middle of words after you've reformed your paragraph more than once--those are "soft hyphens" (as long as you haven't monkeyed with the soft hyphen toggle, ^OE) and should disppear in printing. Hyphenation is discussed in INTRODUCTION TO WORDSTAR, pp. 82-84.

Changing the margins, by the way, is NOT a legitimate tactic.)
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When I was in Junior High School, I didn't think it would be financially possible for me to go to college, however, I planned

my courses with the possibility of going to college in mind. By the time High School came along, especially my junior year, it became apparent that, at least for the time being, college was out. The reason was that during the summer between my Junior and Senior years at high school, I got married to a boy who was a friend of my brother's. The question in most people's minds at this point is, why? In answer, I was not pregnant but I was a little bit crazy. Nevertheless, the responsibilities of married life and the fact that my husband never finished college and didn't want me to go were the basic reasons for my thought at that point that college, at least for the time being, was out of the question. During my Sr. year, I worked part time as a secy. and after graduation from h.s. I continued to work full time.

Eight years later I became divorced for reasons which need not be discussed here. My family, at that point, indicated that they felt this was the perfect opportunity for me to go to college. I thought about it and debated for quite some time, coming to the conclusion that emotionally I was much too upset to take on the frightening (to me at least) experience of college. By that time, I had worked my way up the ladder of secretaries to being a legal secretary; however, I was at the bottom of the legal secretarial ladder. I made enough money that I was able to just barely get by each month, paying for rent, utilities, health insurance, and car payments. There wasn't much extra but I was making it. I worked hard and moved from employer to employer, each time moving up the ladder a little and making a little more money.

EXERCISE FOR CHAPTER 11

This is an exercise to get rid of passive constructions and substitute stronger verbs. For each sentence, use ^Q^F to find the "be" verbs (am, is, are, was, were, have been, has been, had been, etc) and the passive preposition "by" and use ^T to eliminate those words. Take the phrase that comes after the "by" preposition and move it as a block so that it is in front of the remaining verb. Now move what used to be the beginning of the sentence to a position after the verb. Finally, make whatever minor changes to the sentence are necessary to tidy it up grammatically. (Capitalization, of course, will have to be fixed.) Make sure, as well, that you preserve the original meaning of the sentence.

EXAMPLE:

Several important statistics were found in the document by the search committee.

(1) Find "were" with ^Q^F, and delete with ^T; do the same with "by":
Several important statistics found in the document the search committee.

(2) Mark "the search committee" with ^K^B at the beginning and ^K^K at the end, so it looks like this:

<B>the search committee<K>

and move it with ^K^V to before "found":

Several important statistics the search committee found in the document.

(3) Mark "Several important statistics" in the same way, and move it to after "found":

the search committee found Several important statistics in the document.

(4) Correct capitalization:

The search committee found several important statistics in the document.

Your turn:

a. The sound of drums was heard by the soldiers.
b. All seven models were photographed by the same magazine.
c. My only copy of the microfilm was stolen by a tall bald man.
d. My best sweater was worn by my little sister.
e. My little sister was taken by me to a small island in the Pacific Ocean and left there to rot.
f. David Attenborough was eaten by a big hairy spider.
g. All married people will soon be brainwashed by Orin Thompson Homes into spending their hard-earned incomes on cheap panelling and leaky basements in the suburbs.
h. A satisfactory decision was made by the students regarding the conversion of Coffman Union into a habitat for alien life forms.
i. Genuine Minnesotans were distinguished from pseudo-Minnesotans by the horrible Winter of 82.
j. Pseudo-Minnesotans have been carted away by the authorities to special melting chambers where they will slowly be defrosted.

EXERCISE FOR CHAPTER 22

Here is a paragraph in need of substantial revising. Divide it into suitable smaller paragraphs, providing a point of emphasis by summarizing the main point in a topic sentence or conclusion, rearrange sentences for better development of ideas, and make connections between your smaller paragraphs as well as within them. You may leave out repetitive material that does not develop a point.

Tools for this task on the word processor include deleting keys (^G, ^T, ^Y), block moving functions (^KB, ^KK, ^KV) and your paragraph reformatting key (^B). If you have trouble thinking of connecting words, ^KR in the file TRANSIT, which will provide a few suggestions.

If you haven't noticed already, when reformatting paragraphs, you do not, as a rule, have to worry about "taking out" the hyphens. Unless you've fiddled with the hyphen-help, or changed the soft hyphen toggle, the hyphen-help you get will be soft hyphens (even though the soft hyphen toggle on the on-screen menu should say OFF). When you reformat, the hyphens will stay on your screen, even in the middle of a sentence, but when the piece is printed, they will not appear.

You can check to see if your hyphens are soft hyphens by turning your print display off, using ^OD. This will cause everything that won't appear in print to disappear from the screen, include soft hyphens that are not at the end of a sentence. If your margins are justified, you can also tell a soft hyphen that won't appear because it isn't counted in the justification, and therefore your line will be one column outside of the right-hand margin for each soft hyphen.

This is all explained, if you haven't read it, in INTRODUCTION TO WORDSTAR, pp. 82-4.

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The Federal Government has used loan guarantees to help out five major corporations. This has been over the past ten years or so. The corporations all have a strategic economic impact on this country. Each time the government does this, Congress has to pass a special bill guaranteeing that any bank or lender who loans money to this major corporation will be repaid. The American economy is in a recession. Consumer spending is at all all time low. Corporate officials want the government to save failing companies by guaranteeing loans for them. They think the government should establish an official loan agency that will be able to move without waiting for congressional approval. Many economists say government intervention would sustain corporations that are inefficient. They approve of a free market system. Government intervention would promote a system of wastes and bad decisions, because companies would not have to worry about the consequences of these decisions. Thomas Fiekowsky writes in Business Week that loan guarantees "would lead to a decline in profit-oriented management decision, to the production of unwanted goods, and failure to create innovative new products."[1] Widespread loan guarantees would have the effect of raising interest rates even higher to those without guarantees, while tighening the money supply. The loans that are government guaranteed usually have a lower interest rate due to government backing. This would encourage the companies who are getting government guaranteed loans to borrow more than needed to give them additional capital at below market rates. This makes the money supply available to other companies even tighter. The companies that don't receive guarantees are at a disadvantage. They must compete with the companies with federal loan guarantees and borrow money at higher rates. This is not fair to the healthy company, which does not request federal aid. Economists conclude that businesses eust fail in order for our economic system to work correctly.

TRANSITION FILE

This summary of transition words is taken from Rackham, p. 269.

Thought-connecting words: thus, and, therefore, also, moreover, indeed, then, in addition to
Thought-contrasting words: however, nevertheless, but, nor, on the other hand, in contrast to, regardless
Time-connecting words: now, later, in the future, at that time, previously, often
Sequence-connecting words: first, second, third, finally, most important, least important, then